

## GADSDEN ELEMENTARY

1660 S. Goodwin Circle  
Gadsden, South Carolina 29052

**GRADES** K-5 Elementary School

**ENROLLMENT** 178 Students

**PRINCIPAL** Dr. Charles DeLaughter 803-353-2231

**SUPERINTENDENT** Dr. Ronald L. Epps 803-231-7500

**BOARD CHAIR** Vince Ford 803-231-7556

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2003

#### ABSOLUTE RATING:

#### AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

|           |      |         |               |                |
|-----------|------|---------|---------------|----------------|
| Excellent | Good | Average | Below Average | Unsatisfactory |
| 3         | 8    | 41      | 42            | 3              |

#### IMPROVEMENT RATING:

#### UNSATISFACTORY

#### ADEQUATE YEARLY PROGRESS:

#### NO

This school met 10 out of 13 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

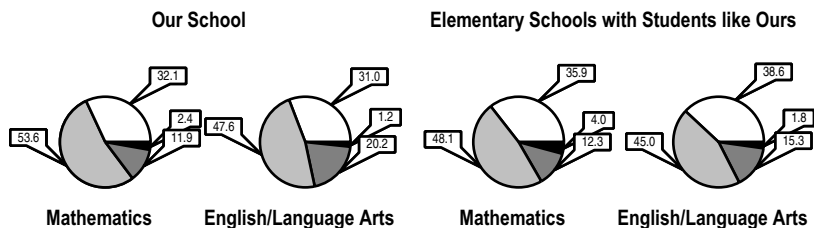
**FOR MORE INFORMATION, VISIT WEBSITES AT:**





**[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)**

**[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

|      | <b>Absolute Rating</b> | <b>Improvement Rating</b> | <b>Adequate Yearly Progress</b> |
|------|------------------------|---------------------------|---------------------------------|
| 2001 | Average                | Excellent                 | N/A                             |
| 2002 | Average                | Unsatisfactory            | N/A                             |
| 2003 | Average                | Unsatisfactory            | No                              |
| 2004 |                        |                           |                                 |

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS****Definition of Critical Terms**

|  |                    |   |
|--|--------------------|---|
|   | <b>Advanced</b>    | Very high score; very well prepared to work at next grade level; exceeded expectations  |
|   | <b>Proficient</b>  | Well prepared to work at next grade level; met expectations   |
|   | <b>Basic</b>       | Met standards; minimally prepared, can go to next grade level   |
|  | <b>Below Basic</b> | Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level |

**NOTE:** Science and social studies are to be included in the 2005 school report card.

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

|  | <b>Teachers</b> | <b>Students</b> | <b>Parents</b> |
|--|-----------------|-----------------|----------------|
| Number of surveys returned                             | 19              | 20              | 20             |
| Percent satisfied with learning environment            | 94.4%           | 60.0%           | 83.3%          |
| Percent satisfied with social and physical environment | 94.7%           | 55.0%           | 72.2%          |
| Percent satisfied with home-school relations           | 38.9%           | 75.0%           | 66.7%          |

PACT PERFORMANCE BY GROUP

|                                | Enrollment 1st<br>Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | % Proficient and<br>Advanced | State Objective |
|--------------------------------|----------------------------------|----------|---------------|---------|--------------|------------|------------------------------|-----------------|
| English/Language Arts          |                                  |          |               |         |              |            |                              |                 |
| All students                   | 89                               | 100.0    | 31.0          | 47.6    | 20.2         | 1.2        | 21.4                         | 17.6            |
| Gender                         |                                  |          |               |         |              |            |                              |                 |
| Male                           | 45                               | 100.0    | 37.2          | 41.9    | 20.9         | N/A        | 20.9                         | 17.6            |
| Female                         | 44                               | 100.0    | 24.4          | 53.7    | 19.5         | 2.4        | 22.0                         | 17.6            |
| Racial/Ethnic Group            |                                  |          |               |         |              |            |                              |                 |
| White                          | 1                                | 100.0    | N/A           | N/A     | N/A          | N/A        | N/A                          | 17.6            |
| African-American               | 87                               | 100.0    | 31.7          | 46.3    | 20.7         | 1.2        | 22.0                         | 17.6            |
| Asian/Pacific Islander         | N/A                              | 0.0      | N/A           | N/A     | N/A          | N/A        | N/A                          | 17.6            |
| Hispanic                       | 1                                | 100.0    | N/A           | N/A     | N/A          | N/A        | N/A                          | 17.6            |
| American Indian/Alaskan        | N/A                              | 0.0      | N/A           | N/A     | N/A          | N/A        | N/A                          | 17.6            |
| Disability Status              |                                  |          |               |         |              |            |                              |                 |
| Not disabled                   | 75                               | 100.0    | 26.4          | 48.6    | 23.6         | 1.4        | 25.0                         | 17.6            |
| Disabled                       | 14                               | 100.0    | 58.3          | 41.7    | N/A          | N/A        | N/A                          | 17.6            |
| Migrant Status                 |                                  |          |               |         |              |            |                              |                 |
| Migrant                        | N/A                              | 0.0      | N/A           | N/A     | N/A          | N/A        | N/A                          | 17.6            |
| Non-migrant                    | 89                               | 100.0    | 31.0          | 47.6    | 20.2         | 1.2        | 21.4                         | 17.6            |
| English Proficiency            |                                  |          |               |         |              |            |                              |                 |
| Limited English proficient     | N/A                              | 0.0      | N/A           | N/A     | N/A          | N/A        | N/A                          | 17.6            |
| Non-limited English proficient | 89                               | 100.0    | 31.0          | 47.6    | 20.2         | 1.2        | 21.4                         | 17.6            |
| Socio-Economic Status          |                                  |          |               |         |              |            |                              |                 |
| Subsidized meals               | 83                               | 100.0    | 32.1          | 47.4    | 19.2         | 1.3        | 20.5                         | 17.6            |
| Full-pay meals                 | 6                                | 100.0    | N/A           | N/A     | N/A          | N/A        | N/A                          | 17.6            |

|                                |     |       |      |      |      |     |      |      |
|--------------------------------|-----|-------|------|------|------|-----|------|------|
| Mathematics                    |     |       |      |      |      |     |      |      |
| All students                   | 89  | 100.0 | 32.1 | 53.6 | 11.9 | 2.4 | 14.3 | 15.5 |
| Gender                         |     |       |      |      |      |     |      |      |
| Male                           | 45  | 100.0 | 37.2 | 46.5 | 11.6 | 4.7 | 16.3 | 15.5 |
| Female                         | 44  | 100.0 | 26.8 | 61.0 | 12.2 | N/A | 12.2 | 15.5 |
| Racial/Ethnic Group            |     |       |      |      |      |     |      |      |
| White                          | 1   | 100.0 | N/A  | N/A  | N/A  | N/A | N/A  | 15.5 |
| African-American               | 87  | 100.0 | 32.9 | 52.4 | 12.2 | 2.4 | 14.6 | 15.5 |
| Asian/Pacific Islander         | N/A | 0.0   | N/A  | N/A  | N/A  | N/A | N/A  | 15.5 |
| Hispanic                       | 1   | 100.0 | N/A  | N/A  | N/A  | N/A | N/A  | 15.5 |
| American Indian/Alaskan        | N/A | 0.0   | N/A  | N/A  | N/A  | N/A | N/A  | 15.5 |
| Disability Status              |     |       |      |      |      |     |      |      |
| Not disabled                   | 75  | 100.0 | 25.0 | 59.7 | 12.5 | 2.8 | 15.3 | 15.5 |
| Disabled                       | 14  | 100.0 | 75.0 | 16.7 | 8.3  | N/A | 8.3  | 15.5 |
| Migrant Status                 |     |       |      |      |      |     |      |      |
| Migrant                        | N/A | 0.0   | N/A  | N/A  | N/A  | N/A | N/A  | 15.5 |
| Non-migrant                    | 89  | 100.0 | 32.1 | 53.6 | 11.9 | 2.4 | 14.3 | 15.5 |
| English Proficiency            |     |       |      |      |      |     |      |      |
| Limited English proficient     | N/A | 0.0   | N/A  | N/A  | N/A  | N/A | N/A  | 15.5 |
| Non-limited English proficient | 89  | 100.0 | 32.1 | 53.6 | 11.9 | 2.4 | 14.3 | 15.5 |
| Socio-Economic Status          |     |       |      |      |      |     |      |      |
| Subsidized meals               | 83  | 100.0 | 34.6 | 51.3 | 12.8 | 1.3 | 14.1 | 15.5 |
| Full-pay meals                 | 6   | 100.0 | N/A  | N/A  | N/A  | N/A | N/A  | 15.5 |

Abbreviations for Missing Data

|     |                |     |               |     |              |     |                     |
|-----|----------------|-----|---------------|-----|--------------|-----|---------------------|
| N/A | Not Applicable | N/C | Not Collected | N/R | Not Reported | I/S | Insufficient Sample |
|-----|----------------|-----|---------------|-----|--------------|-----|---------------------|

**PACT PERFORMANCE BY GRADE LEVEL**

|                       |         | Enrollment 1st<br>Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | % Proficient and<br>Advanced |
|-----------------------|---------|----------------------------------|----------|---------------|---------|--------------|------------|------------------------------|
| English/Language Arts |         |                                  |          |               |         |              |            |                              |
| 2002                  | Grade 3 | 30                               | N/A      | 26.7          | 40.0    | 30.0         | 3.3        | 33.3                         |
|                       | Grade 4 | 22                               | N/A      | 31.8          | 54.5    | 9.1          | 4.5        | 13.6                         |
|                       | Grade 5 | 36                               | N/A      | 27.8          | 52.8    | 19.4         | N/A        | 19.4                         |
|                       | Grade 6 | N/A                              | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
|                       | Grade 7 | N/A                              | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
|                       | Grade 8 | N/A                              | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
| 2003                  | Grade 3 | 34                               | 100.0    | 24.2          | 45.5    | 27.3         | 3.0        | 30.3                         |
|                       | Grade 4 | 33                               | 100.0    | 20.7          | 58.6    | 20.7         | N/A        | 20.7                         |
|                       | Grade 5 | 22                               | 100.0    | 54.5          | 36.4    | 9.1          | N/A        | 9.1                          |
|                       | Grade 6 | N/A                              | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
|                       | Grade 7 | N/A                              | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
|                       | Grade 8 | N/A                              | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |

| Mathematics |         |     |       |      |      |      |     |      |
|-------------|---------|-----|-------|------|------|------|-----|------|
| 2002        | Grade 3 | 30  | N/A   | 36.7 | 53.3 | 3.3  | 6.7 | 10.0 |
|             | Grade 4 | 22  | N/A   | 50.0 | 31.8 | 9.1  | 9.1 | 18.2 |
|             | Grade 5 | 36  | N/A   | 55.6 | 30.6 | 8.3  | 5.6 | 13.9 |
|             | Grade 6 | N/A | N/A   | N/A  | N/A  | N/A  | N/A | N/A  |
|             | Grade 7 | N/A | N/A   | N/A  | N/A  | N/A  | N/A | N/A  |
|             | Grade 8 | N/A | N/A   | N/A  | N/A  | N/A  | N/A | N/A  |
| 2003        | Grade 3 | 34  | 100.0 | 33.3 | 57.6 | 9.1  | N/A | 9.1  |
|             | Grade 4 | 33  | 100.0 | 10.3 | 69.0 | 17.2 | 3.4 | 20.7 |
|             | Grade 5 | 22  | 100.0 | 59.1 | 27.3 | 9.1  | 4.5 | 13.6 |
|             | Grade 6 | N/A | N/A   | N/A  | N/A  | N/A  | N/A | N/A  |
|             | Grade 7 | N/A | N/A   | N/A  | N/A  | N/A  | N/A | N/A  |
|             | Grade 8 | N/A | N/A   | N/A  | N/A  | N/A  | N/A | N/A  |

SCHOOL PROFILE

|  | Our School | Change from Last Year | Elementary Schools with Students Like Ours | Median Elementary School |
|--|------------|-----------------------|--|--------------------------|
| Students (n= 178)                                |            |                       |  |                          |
| First graders who attended full-day kindergarten | N/A        | N/A                   | N/A  | N/A                      |
| Retention rate                                   | 2.0%       | Down from 4.6%        | 2.5%                                       | 2.4%                     |
| Attendance rate                                  | 97.0%      | Down from 97.2%       | 95.5%                                      | 95.9%                    |
| Meeting grade 1 and 2 readiness standards        | N/A        | N/A                   | N/A  | N/A                      |
| Eligible for gifted and talented                 | 6.7%       | Down from 11.2%       | 4.9%                                       | 13.2%                    |
| On academic plans                                | N/A        | N/A                   | N/A  | N/A                      |
| On academic probation                            | N/A        | N/A                   | N/A  | N/A                      |
| With disabilities other than speech              | 4.0%       | Down from 6.2%        | 7.3%                                       | 8.0%                     |
| Older than usual for grade                       | 1.1%       | Down from 1.4%        | 2.9%                                       | 1.1%                     |
| Suspended or expelled                            | 0.0%       | Down from 2.4%        | 0.0%                                       | 0.0%                     |

|                                       |           |                  |           |           |
|---------------------------------------|-----------|------------------|-----------|-----------|
| Teachers (n= 18)                      |           |                  |           |           |
| Teachers with advanced degrees        | 50.0%     | Down from 52.4%  | 46.7%     | 50.0%     |
| Continuing contract teachers          | 88.9%     | Up from 42.9%    | 77.3%     | 85.3%     |
| Highly qualified teachers             | N/A       | N/A              | N/A       | N/A       |
| Teachers returning from previous year | 63.5%     | Down from 66.6%  | 79.6%     | 86.2%     |
| Teacher attendance rate               | 94.2%     | Up from 92.9%    | 95.1%     | 95.3%     |
| Average teacher salary                | \$39,023  | Down 2.6%        | \$38,063  | \$39,909  |
| Prof. development days/teacher        | 11.3 days | Up from 8.2 days | 12.7 days | 11.4 days |

|                                    |           |                   |           |           |
|------------------------------------|-----------|-------------------|-----------|-----------|
| School                             |           |                   |           |           |
| Principal's years at school        | 2.0       | Up from 1.0       | 3.0       | 4.0       |
| Student-teacher ratio              | 15.9 to 1 | Up from 15.1 to 1 | 17.0 to 1 | 18.9 to 1 |
| Prime instructional time           | 90.3%     | Up from 88.9%     | 88.8%     | 89.7%     |
| Dollars spent per pupil*           | \$7,534   | Down 1.5%         | \$6,847   | \$5,892   |
| Percent spent on teacher salaries* | 67.6%     | Up from 64.0%     | 63.2%     | 66.6%     |
| Opportunities in the arts          | Good      | No change         | Good      | Good      |
| Parents attending conferences      | 98.7%     | Up from 33.2%     | 99.0%     | 99.0%     |
| SACS accreditation                 | yes       | N/A               | yes       | yes       |

\* Prior year audited financial data are reported.

|   | Our District | State |
|---|--------------|-------|
| Highly qualified teachers in low poverty schools  | N/A          | N/A   |
| Highly qualified teachers in high poverty schools | N/A          | N/A   |

| Abbreviations for Missing Data |                |            |               |            |              |            |                     |
|--------------------------------|----------------|------------|---------------|------------|--------------|------------|---------------------|
| <b>N/A</b>                     | Not Applicable | <b>N/C</b> | Not Collected | <b>N/R</b> | Not Reported | <b>I/S</b> | Insufficient Sample |

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Gadsden Elementary School serves the educational needs of students in child development through fifth-grade classes. This year, several students published writings in forums that are designed to recognize and promote excellence in written expression. Moreover, Gadsden Elementary School placed the highest number of students in a district-level math competition.

Development of responsible decision-making skills is an integral part of the school curriculum. Classroom guidance lessons focus in part on conflict resolution. Volunteers from the McIntyre Air National Guard mentor boys and girls in the fifth grade. A local magistrate appropriately adapts mock courtroom sessions to teach students in kindergarten how to make good decisions. Certified, as well as classified, staff members are expected to model responsible decision-making skills and assist with shaping students' behavior.

Results from the most recent administration of the PACT reveal that math scores are significantly below English/Language Arts scores. In addition, students' written expression skills are a specific focus for improvement. In an effort to address weak areas in student learning, we have reorganized our school day to provide at least 90 minutes of uninterrupted time for instruction in reading and math.

Student learning is reinforced through instructional delivery in small, flexible groups during the school day and in after-school tutoring. All students in grades 1-5 have opportunities to practice reading and math skills using Success Maker software in a computer lab.

Success in moving students to increasingly higher categories of the PACT is heavily influenced by a highly qualified instructional staff and parental support for the school program. Parent support for the PTO, SIC and completion of children's homework is enhanced through substantial encouragement from school staff. The faculty, staff and administration are committed to the successful implementation of strategies that will strengthen relationships among major stakeholders at Gadsden Elementary.

Evidence of success with development of connections between the school, parents and community is documented for the 2002-2003 school year. Church-School partnerships sponsored two PACT preparation sessions for families in local churches. One church hosted a bond referendum rally to support capital improvements for secondary schools. Aggressive recruiting by classified staff members yielded the addition of three new members to Gadsden Elementary's business partners. The PTO provided funding for expressions of appreciation for teachers and grandparent volunteers.

Dr. Charles A. DeLaughter, Principal - Gadsden Elementary School

**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.